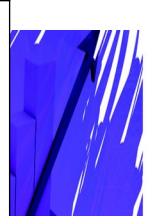


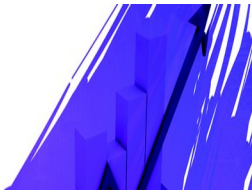
Unit 25: Relationship Marketing

Learning aim A

Notes to the assessor

Approach to teaching and learning to support learners to 'get it right first time'	Pearson expects that before the assignment brief is distributed to learners they should have already: - attempted formative assessment tasks that replicate important elements of the activities to be carried out in this assignment - received feedback on how they performed including what they did well and how they can further improve including both the quality of their work and the way they went about their work. It would be most beneficial for learners to explore the individual elements of the assignments task before attempting to put them all together in a mock assessment. This will help learners to do their best first time and reduce the likelihood of learners needing to do a resubmission.
The scenario	The 'scenario' can be adapted to any situation that would allow the learner to carry out research on branding its impact on a large business. The business should be chosen by the learners, and not by the teacher. The assignment provides a realistic vocational context for the learning aim. It would not be good practice to artificially force this assignment into a 'vocational role' that is either: - not realistic to the level of the learner/qualification - not directly relevant to the qualification.
The task	The task set is holistic and allows the learner to be assessed against what is a continuum of effectiveness. Therefore, learners should not be asked to complete separate tasks for each criterion. Evidence submitted must be produced by the individual learner, and not as a contribution as part of a team. This means that although the learners may carry out research into relationship marketing with other learners the evidence submitted must be individual and not a team effort. Centres may adapt the task providing the requirements of the assessment is maintained and are encouraged to use the Assignment Checking Service available to centres if they do so.
Evidence checklist	For this instance, the content of a report and research evidence would allow the opportunity for the learner to provide evidence for learning aim A. It is important that the evidence provided can be independently authenticated by both an Internal Verifier (IV) and a Standards Verifier (SV). It is, therefore, required that there is evidence of research taking place.
Sources of information to support you with this Assignment	Sources of information should directly support the learner to complete the assignment. Sources of information are not intended to form additional teaching and learning. Centres should ensure that all teaching and learning has been completed before distributing the assignment to learners. It is advisable that a mixture of theoretical sources and sources directly contextualised to branding will give learners the best opportunity to achieve their best.
Other materials	This Authorised Assignment Brief does not include any materials to support learners. It is expected that learners produce their own evidence and the provision of templates is not appropriate.
Your assessment decision	You will notice that the assessment criteria form a 'continuum of effectiveness'. Therefore, when assessing the learners work rather than assessing the achievement of each criterion separately you should start at the distinction criteria and work backwards to find the point at which the learner meets the targeted criteria.





Learning aim B and C

Notes to the assessor

Approach to teaching and learning to support learners to 'get it right first time'	Pearson expects that before the assignment brief is distributed to learners they should have already: - attempted formative assessment tasks that replicate important elements of the activities to be carried out in this assignment - received feedback on how they performed including what they did well and how they can further improve including both the quality of their work and the way they went about their work. It would be most beneficial for learners to explore the individual elements of the assignments task before attempting to put them all together in a mock assessment. This will help learners to do their best first time and reduce the likelihood of learners needing to do a resubmission.
The scenario	The 'scenario' can be adapted to any situation that would allow the learner to carry out research on branding its impact on a large business which should be chosen by the learner and not teacher led. The assignment provides a realistic vocational context for the learning aim. It would not be good practice to artificially force this assignment into a 'vocational role' that is either: c) not realistic to the level of the learner/qualification d) not directly relevant to the qualification.
The task	The task set is holistic and allows the learner to be assessed against what is a continuum of effectiveness. Therefore, learners should not be asked to complete separate tasks for each criterion. Evidence submitted must be produced by the individual learner, and not as a contribution as part of a team. This means that although the learners may carry out research into relationship marketing with other learners the evidence submitted must be individual and not a team effort. Centres may adapt the task providing the requirements of the assessment is maintained and are encouraged to use the Assignment Checking Service available to centres if they do so.
Evidence checklist	For this instance, the content of a report and research evidence would allow the opportunity for the learner to provide evidence for learning aims B&C. It is important that the evidence provided can be independently authenticated by both an Internal Verifier (IV) and a Standards Verifier (SV). It is, therefore, required that there is evidence of research taking place e.g. information from the website of the business, screenshots etc.
Sources of information to support you with this Assignment	Sources of information should directly support the learner to complete the assignment. Sources of information are not intended to form additional teaching and learning. Centres should ensure that all teaching and learning has been completed before distributing the assignment to learners. It is advisable that a mixture of theoretical sources and sources directly contextualised to branding will give learners the best opportunity to achieve their best.
Other materials	This Authorised Assignment Brief does not include any materials to support learners. It is expected that learners produce their own evidence and the provision of templates is not appropriate.
Your assessment decision	You will notice that the assessment criteria form a 'continuum of effectiveness'. Therefore, when assessing the learners work rather than assessing the achievement of each criterion separately you should start at the distinction criteria and work backwards to find the point at which the learner meets the targeted criteria.

